DOCUMENT RESUME

ED 073 977 SO 005 423

TITLE	Teaching About Africa in the Social Studies Curriculum. Evaluation of Activities for Seventh Grades in North Carolina: 1969-1972.
INSTITUTION	African-American Inst., New York, N.Y. School Services Div.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.
PUB DATE	Aug 72
NOTE	69p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*African Culture; *Evaluation; *Grade 7; *Inservice Teacher Education; Instructional Materials; Junior High Schools; Media Selection; *Social Studies; Teacher Workshops; Teaching Techniques
IDENTIFIERS	*Africa

ABSTRACT

This report provides an evaluation of a three-year, joint project of in-service teacher training for teachers of Africa in the seventh grade Social Studies curriculum in North Carolina. The four major areas of concern were: 1) Cognitive Knowledge About Africa (including the dispelling of prevalent myths), 2) Teacher Attitudes Toward Change and Change Agents in the Social Studies Curriculum, 3) Teaching Methods and Techniques and, 4) Teaching Materials and Teacher Evaluation of Materials. A questionnaire reflecting these major areas was administered to teachers who had attended the two types of workshops - regional meetings and "week-long" intensive workshops. It was found that the project was successful in all four major areas and that both attitude and knowledge increased with exposure to the AAI training. Cooperation among agencies and local school units was found beneficial. A philosophy of curriculum change which considers the teacher as a decision-maker was found effective and the training was judged efficient. The test and questionnaire items are reprinted within the report and its appendices. (Author)

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SCHOOL SERVICES DIVISION
AFRICAN-AMERICAN INSTITUTE

ED 073977

SP 005 423

teaching about AFRICA in the social studies curriculum

An Inservice Education Project
by the School Services Division of the African-American Institute and
the Division of Social Studies of the North Carolina Department of Public Instruction

Evaluation of Activities in North Carolina: 1969-1972

Prepared by

DIVISION OF RESEARCH

ED 073977

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Evaluation of Activities for Seventh Grades in North Carolina: 1969-1972

Report prepared by
Division of Research
State Department of Public Instruction
Raleigh, North Carolina 27602

August, 1972

A. CRAIG PHILLIPS
SUPERINTENDENT

State of North Carolina

Superintendent of Public Instruction
Raleigh 27602

August 23, 1972

Mr. Harry Stein
School Services Division
The African American Institute
866 United Nations Plaza
New York, New York 10017

Dear Mr. Stein:

Educators throughout North Carolina join me in this expression of gratitude for the excellent work which you and other African-American Institute personnel have done in our State.

I have just received a copy of the evaluation report concerning the teacher training activities of the African-American Institute in North Carolina and note with pleasure the success of this developmental undertaking. We are happy to have participated in this endeavor.

As you expand these and similar activities into other states, please keep in touch with us here in North Carolina. We will always be glad to hear from you.

Thank you again for your efforts in our behalf.

Sincerely,

A. Craig Phillips
State Superintendent of Public Instruction

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FOREWORD

Since the inception of the Division of Research in 1969, one of its many roles has been that of providing consultative assistance on evaluation endeavors by other Divisions within the State Department of Public Instruction. Many of these evaluation activities deal primarily with determining feasibility, methodology, subject matter, and results of changes in various phases of public school and teacher education.

In a cooperative effort with our Department's Division of Social Studies, the African-American Institute has conducted a curriculum development project for the seventh grades throughout North Carolina. The Institute then contracted with the Division of Research for an evaluation of the project, thereby allowing us to investigate fully another question of concern to our colleagues.

We feel privileged to have had the opportunity to work in this capacity with both the AAI's School Services Division and the State Department's Division of Social Studies. In addition, we are proud to report that through their collaboration these organizations have successfully developed an approach to improving instruction in social studies.

William J. Brown, Jr., Director
Division of Research

PREFACE

In 1970, a national and a state organization, separate but compatible in mutual interests, discovered that they each had a different need which might have a common solution.

The School Services Division of the African-American Institute was interested in developing an effective program for implementing curriculum improvement in the teaching of Africa. The Social Studies Division of the North Carolina Department of Public Instruction felt a need to prepare the social studies teachers in the State for the introduction of the study of Africa into the seventh grade curriculum. In addition, they wanted to develop the teachers' ability to make improvements in the new courses on their own after their initial training.

Through careful planning and collaboration, the two organizations were able to meet their needs. The African-American Institute developed an approach to curriculum improvement through workshop activities with social studies teachers in North Carolina, and the teachers, in turn, were prepared to introduce the study of Africa into the curriculum and also to make continual improvements in the course hereafter.

The following report is primarily an evaluation of the effectiveness of these endeavors in North Carolina and includes suggestions for improvement in future activities of a similar nature.

Many persons assisted in the preparation of this evaluation report. Special appreciation is expressed to the following: Mary Vann Wilkins, who patiently explained the history of the endeavor to the evaluator and responded to numerous drafts of the questionnaire; Bob Evans, who designed the analyses and prepared

much of the report: Sidney Johnson, who prepared many drafts of the report: John Wilson, who conducted the data processing and computer programming; and Roberta Moore, who patiently typed the many, many pages of the preliminary and final copy.

John Bolton
Evaluator

TABLE OF CONTENTS

Foreword iii

Preface iv

SECTION ONE

Chapter

I. African-American Institute - - Objectives in Role and Curriculum Change 1

II. The North Carolina Program 5

III. Evaluation Procedures 12

IV. Findings 16

V. Conclusions and Recommendations 36

Comments from Participants 40

SECTION TWO

Appendices

A. Frequencies of Respondents Selecting Each Response From the AAI Questionnaire on "Teaching Materials" and "Technique/ Method" Sections 1

B. Telephone Survey of Respondents and Non-Respondents 9

LIST OF MAP AND TABLES

		Page
I.	African-American Institute Workshops	7
II.	Categories of Respondents	14
III.	16 Item Cognitive Instrument on Africa	16
IV.	Percentage of Respondents Selecting Each Answer on Cognitive Items	18
V.	Percentage of Total Respondents (666) Selecting Each Response on Attitude Items	23

SECTION ONE

AFRICAN-AMERICAN INSTITUTE - OBJECTIVES

AND ROLE IN CURRICULUM CHANGE

The current expansion of social studies curricula to include more African studies has created a need for teachers to develop competencies in that area. And, until recent efforts by the School Services Division of the African-American Institute (AAI) and the Social Studies Division of the North Carolina State Department of Public Instruction, few of the state's social studies teachers were well enough prepared through college training or teaching experience to teach this new material. It was assumed that many had had no training at all and thus knew very little about Africa.

But this lack of knowledge may be one of the things that contributes to the success of planning and implementing new courses in African studies, for those teachers who do accept the challenge of teaching about Africa will find themselves in the position of inquiring and learning with their students the truth about a continent long neglected in most curricula and so often subject to misconception. It is to helping these teachers present a more accurate image of Africa that AAI's School Services Division is dedicated.

Founded in 1953, the African-American Institute is a non-profit, service-oriented organization devoted to furthering African development and to strengthening understanding between the United States and Africa. To further African development, it has sponsored scholarship programs for African students in American and African universities; it has provided secondary, university, and occupational training for refugees from southern Africa; and it has provided study and travel programs in the United States for leaders from all areas of African affairs. To promote greater understanding between America and Africa, it has sponsored programs to send American students to African universities, conducted seminars and conferences on

African affairs and on African-American relations, and provided information about Africa through Africa Report, a journal of African affairs.

The School Services Division of the African-American Institute was created in March, 1969, under a grant from the Carnegie Corporation. The goal of this division is to help American educators stimulate interest in teaching about Africa and to help them plan and implement better teaching programs. AAI recognized that changing world relationships plus the increasing number of Black Americans who identify with Africa as a part of their heritage had created the need for teachers to prepare to teach African studies. The School Services Division was one response to this need. The AAI activities with which this report is concerned are the activities of the School Services Division.

Although its purpose is to help prepare teachers, AAI training is not limited to information inputs. Rather, it provides for a confrontation of attitudes toward the new materials with the aim of eliciting teacher self-evaluation; it promotes the development of organizational skills that will facilitate smooth curriculum change; and it makes an effort to inspire local resource persons so that the program will continue after direct contact with AAI ceases.

Thus, in preparing teachers for this change, AAI seeks to have them evaluate their own beliefs, their training, and the ways in which they look at other cultures. In order to appreciate the values of other cultures, teachers must be made aware of their own misconceptions so that they can provide themselves and their students with accurate information. They must know how these misconceptions are perpetuated--that they often derive from the ways in which Westerners study other cultures; that they often derive from poorly prepared teaching materials; and that they often derive from the tendency of Westerners to evaluate other cultures in terms of their own values. AAI attempts to minimize such misconceptions by helping students and teachers achieve a non-Western viewpoint in the study of any culture.

But teaching about Africa involves more than the dispelling of myths and stereotypes. It involves the careful selection of materials and techniques. AAI provides valuable assistance in these areas. It seeks to provide basic facts concerning the availability of materials, to develop criteria for materials evaluation, and to help school units save time and money in purchasing materials. Although AAI has demonstrated a range of student-oriented teaching techniques, the inquiry method has proved an excellent way of studying other cultures. As Barry K. Beyer describes the method, it "excites students because it offers them the opportunity to pursue their own interests and make their own knowledge. It excites teachers because it enables them to 'teach' a subject about which they are likely to know very little and it gives them a chance to join their students in a firsthand learning experience."[1]

Creating awareness of myths and stereotypes, demonstrating skills in material selection, and introducing new teaching techniques are all ways in which AAI proposed to help teachers evaluate their own preparedness to teach about Africa. The provision of cognitive information was not neglected and facts were presented in support of concepts and ideas.

Helping educators effect smooth curriculum change is another of the goals toward which AAI is moving. It seeks to help teachers regard such changes favorably by helping them understand the need for change; it seeks to link groups which are involved in the change so they may coordinate their efforts; and it seeks to strengthen administrative skills by helping to develop techniques of organizing and managing curriculum change that will apply to all areas of the social studies curriculum.

Developing teaching and organizational skills is certainly important to the success of AAI's training programs, but ultimate success depends upon the extent to which programs are continued after direct contact ceases. By conducting local and

[1] Barry K. Byer, "Africa Through Inquiry," Social Education, 35 (Feb.1971), 147.

regional training sessions, AAI's School Services Division wanted to prepare teachers to seek positive improvement continually in their teaching and to facilitate lateral dissemination through the exchange of ideas, techniques, and methods among various school systems. To help these systems carry out their program, AAI provides free curriculum research and advice by phone or mail.

Preparing teachers, developing organizational skills, and providing for continuation of its programs were all ways in which AAI, through its School Services Division, proposed to help the Social Studies Division of the North Carolina Department of Public Instruction implement statewide changes in the social studies curriculum.

CHAPTER 2

THE NORTH CAROLINA PROGRAM

The School Services Division of AAI began planning its North Carolina Program shortly after its inception in March, 1969. Actual teacher contacts through training sessions were begun early in 1970.

The decision to conduct a program in North Carolina was influenced by a number of favorable conditions. A statewide curriculum change at the seventh grade level (effective September,1971,) meant that many of the state's teachers would begin teaching African studies for the first time. The Social Studies Division of the State Department of Public Instruction had determined the need to conduct some type of statewide program to facilitate this curriculum change, so this provided an opportunity for coverage of the entire state. The Social Studies Division was adequately staffed with able consultants who were vitally interested in introducing African Studies and very receptive to the proposal of a "partnership" with AAI for the task at hand. Finally, AAI considered North Carolina as adequately representative of generalized conditions (in Social Studies Education) and felt that techniques developed here would be transferable to future operations.

The time period between AAI's first contact with the Social Studies Division in 1969 and implementation in 1970 was spent in planning and preparation. The efforts were concentrated on raising money from foundations and conceptualizing the roles that the State and AAI would play in the program. The North Carolina effort was supported in part by grants from the Mary Reynolds Babcock Foundation and the R. J. Reynolds Tobacco Company. The State in addition to consultative help was able to provide some support such as printing, mail services and transportation. At least fifteen "Local" workshops were supported jointly or independently by local school units.

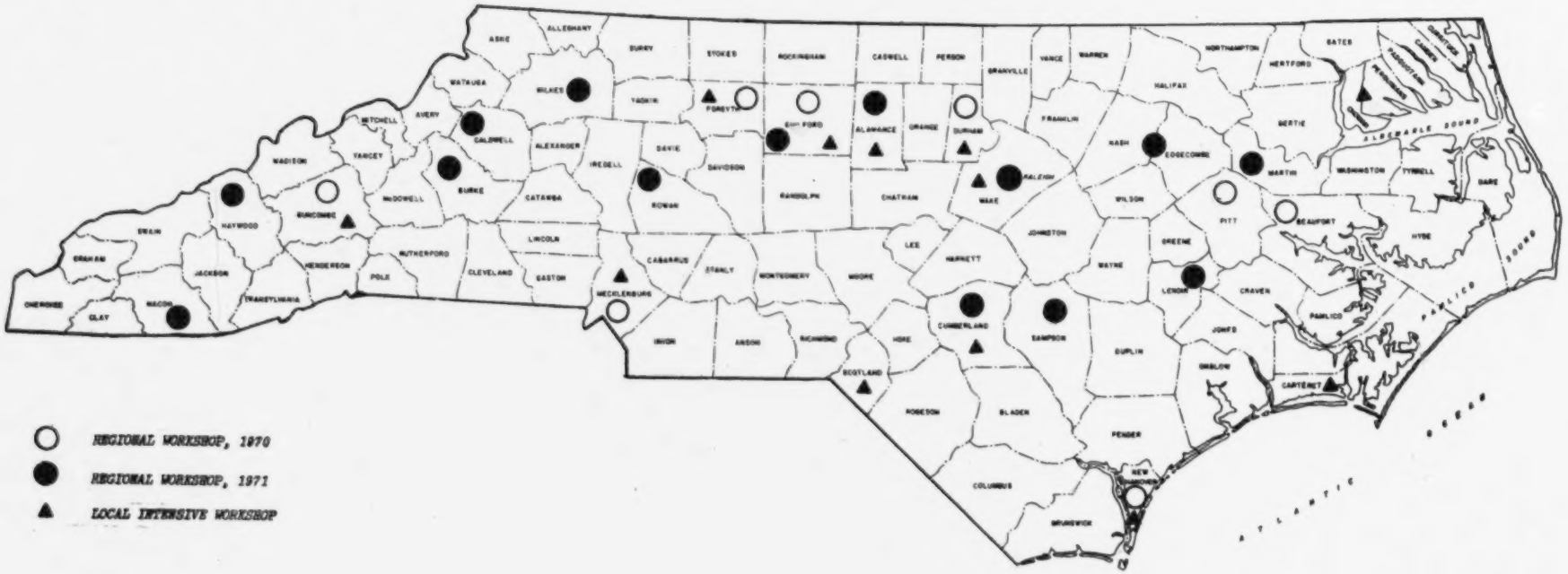
Although the State, through its Social Studies Division, had considerable inputs into the design and implementation of the workshops, its major role could perhaps be characterized as administrative. State consultants implemented communications, scheduling, transportation and material preparation. This enabled AAI to concentrate on the program inputs.

The major AAI meetings in North Carolina are shown by the map of "*African-American Institute Workshops*." This program included both regional and local workshops. Due to time constraints this evaluation is limited to those workshops completed by April 30, 1972.

Seven workshops oriented toward Africa as a senior-high elective were held in April and May, 1972. Emphasis in these sessions was on thematic study of a particular area, and the theme of the demonstration lesson was urban-rural interaction, with examples from Africa, Europe, North Carolina, and other parts of the United States. One purpose of these sessions was to provide a basis for mini-courses or units in existing courses such as geography or world history. Sites were Wilson, Durham, Sylva, Guilford County, Gastonia, Rose Hill and Pinecrest. Of this series, only the Wilson workshop was completed in time for inclusion in this evaluation.

The 1970-71 program included four series of regional workshops for seventh grade Social Studies teachers. These 23 workshops were held in more than 20 locations across the State. In addition, 15 week-long workshops involved teachers and administrators from 25 local educational agencies. Librarians and media personnel were also invited so that they might familiarize themselves with available materials and develop skills in evaluating these materials. Following is a tabulation of dates, locations, and sample agenda for all sessions.

AFRICAN - AMERICAN INSTITUTE WORKSHOPS



○ *REGIONAL WORKSHOP, 1970*

● *REGIONAL WORKSHOP, 1971*

▲ *LOCAL INTENSIVE WORKSHOP*

First Regional Series - April, 1970

Locations: Washington, Wilmington, Durham, Charlotte, Asheville and Winston Salem

Activities: Discussion by an African scholar of common myths and stereotypes relating to Africa

Demonstration of an inquiry lesson on Africa

Exhibition of instructional materials dealing with Africa

Demonstration of techniques for evaluating audio-visual material.

Second Regional Series - October, 1970

Locations: Greenville, Greensboro and Asheville

Activities: Selection of audio-visual materials for use in teaching about Africa.

Third Regional Series - Spring, 1970

Locations: Franklin, Morganton, North Wilkesboro, Salisbury, Rocky Mount, Fayetteville, Kinston and Graham

Activities: Extended demonstration of inquiry teaching techniques in dealing with Africa and Asia

Discussion by Asian and African scholars on what to teach about their respective areas

Demonstration of audio-visual materials available for use in teaching about the two continents.

Fourth Regional Series - October, 1971

Locations: Williamston, Newton Grove, Garner, High Point, Lenoir, and Waynesville.

Activities: Effective use of two state-adopted seventh grade social studies textbooks.

Visual inquiry exercises with pictures, stamps, and picture post cards

Scale and distance studies with maps and airline flight schedules

Fourth Regional Series
Activities: (cont.)

Quantitative data use (census figures, export-import ratios, etc.) in formulating and testing hypotheses about Africa and Asia.

Model construction for case studies of African/Asian nations.

The local, week-long workshops which were financed by the participating school systems were held in Winston Salem/Forsyth; Raleigh City and Wake County; Durham City and Durham County; Alamance County; Asheville (teachers from Asheville, Buncombe County, Hendersonville City, Haywood County, Transylvania County); Gaston County; Fayetteville City and Hoke County; Scotland County; Greensboro City, High Point City and Guilford County; Charlotte/Mecklenburg; New Hanover County; Elizabeth City (teachers from Pasquotank, Chowan, Perquimans and Camden Counties); Carteret County. The following is a sample agenda for one-week meetings.

Day I Teaching About Other Cultures

- "Frame of reference" when teaching other cultures
- Myths about other cultures
- Curriculum schemes for teaching about other cultures
- Explanation of seventh grade social studies program on Africa and Asia.

Day II Teaching About Africa

- Presentation by an African scholar of basic factual information about Africa
- "Translation" by a social studies educator of this information into strategies for teaching about Africa.

Sample Agenda (cont.)

Day III Inquiry Teaching About Africa

- Conception, formation, and presentation of inquiry lessons on Africa and Asia
- Emphasis on selection of materials, methods of teaching, and interaction among teacher and students.

Day IV Teaching About Asia As A Comparative Model

- Presentation by an Asian scholar of basic factual information about Asia
- "Translation" by a social studies educator of this information into strategies for teaching about Asia.

Day V Materials on Africa and Asia

- Presentation of state-adopted texts and their use
- Discussion of other printed materials, of audio-visual material, and an analysis of their use
- Discussion and evaluation of procedures for developing teaching units.

In addition to these regional and local workshops, one two-week summer workshop was conducted in Greensboro for teachers from Greensboro, High Point, Asheboro, Burlington, Madison-Mayodan, and Reidsville. The format was an expanded version of that used in the one-week sessions.

In addition to the training sessions, the program, with help from the Carnegie Corporation,enabled some key teachers and State Department personnel to visit West Africa during the summer of 1970.

The expanded North Carolina program was completed by June , 1972, with AAI's planning for increased activities in other states. Currently the North Carolina effort is being continued on both the State and Local levels. Local units are using their own staff for training and the State is operating through its Social Studies consultants,

both on an individual visit and group meeting basis. Materials and curriculum advice continue to be available to all from AAI on a phone or mail basis.

CHAPTER III

EVALUATION PROCEDURES

The decision to provide for an evaluation which exceeded immediate verbal feedback was considered by the African-American Institute's School Services Division toward the end of 1971. A series of meetings was held with Division of Research consultants, Social Studies consultants and AAI staff members. Since the North Carolina program was a developmental operation, it was considered necessary to provide some estimates of effectiveness in all of the areas of concentration (cognitive information, techniques and methods, evaluation of materials, and myths and stereotypes).

It was agreed that, given the timing of the evaluation, an *ex post facto* mailed questionnaire would be an efficient means of gatehring the required information. By December of 1971, the general format for the evaluation was agreeable to all concerned, and meetings were held to produce test and questionnaire items and to reduce the objectives of the program to a short specific list. By February, 1972, the general form of the questionnaire was determined. The questionnaire was to contain one section of cognitive test items, one section of attitudinal items, and two sections designed to determine participant reactions to teaching techniques and materials-evaluation training. (Items for the first two sections of the questionnaire were subsequently selected to reflect myths and stereotypes.)

Following this decision the Division of Research, through the State Board of Education, contracted with AAI to perform the evaluation. With the assistance of the Social Studies consultants who had attended the workshops, the questionnaire was completed and approved by AAI. Labels were prepared from lists of persons who had attended the workshops. At this time, AAI requested that a group of teachers who had not attended any sessions be added to the study. In April, approximately

1800 questionnaires were mailed to workshop participants and another 300 were sent to selected supervisors for distribution to "control" teachers. These "controls" were social studies teachers, most of whom were teaching the new seventh grade social studies and had never attended an AAI workshop.

After the questionnaire was mailed, a telephone survey form was developed. Subsequent use of this form provided for a comparison between samples of respondents and non-respondents on a few selected items and opinions.

The total return of the questionnaires was slightly over 700. Some questionnaires arrived too late for analysis,and some duplicate mailings were not eliminated by comparing name lists from individual workshops. Considering the time span of this study-- over three years-- and the length of the instrument, this 33% return seems to indicate a good communications job on the part of AAI and the Division of Social Studies.

Of the 700 returns, 666 were used in the final analysis. (All duplicates which were identified were dropped; no questionnaire having fewer than 10 items complete was punched; and those which could not be assigned to a group larger than 15 were omitted by the analysis procedures.) 552 of the final respondents were teachers who attended the sessions. The remaining 114 had not been exposed to the AAI training. It should be noted here that these "control" teachers were not requested to complete the final sections of the instrument since they had no experiences upon which to base judgments.

As has been indicated previously, respondents were grouped or categorized. This grouping was on the basis of position, workshops attended (or non-attendance) and college training (Social Studies vs. others). The information needed for this procedure was supplied by respondents on the cover page of the questionnaire. Table I details the grouping.

TABLE I

CATEGORIES OF RESPONDENTS

Category	N		Percent of Total Responses (666)
Position			
Social Studies Teachers	557	(432)'	84%
Supervisors	46		7%
Media Specialists and Others	63		9%
Workshop Experience			
Regional Meeting Only	328	(306)'	49%
Local Meeting Only	91	(80)'	14%
Both Regional and Local	118		19%
None - did not attend	114	(105)	17%
College Training			
Social Studies	449		67%
Other	217		33%
Other Groupings			
Social Studies Teachers With Workshop Experiences	452		69%
Respondents Completing All Items	527		79%
			Percent of Complete Responses
Evaluation Section for Those Attending Workshop			
Top Quarter of Completes	134		25%
Bottom Quarter of Completes	132		25%

'The figure in parenthesis is the number of "complete" instruments.

The analysis of results was largely derived from item frequencies and percentages for those categories and groups of interest to AAI. Since the results were, at the most, ordinal scaled data, Chi Square was selected as the appropriate statistical test for differences between groups. An exception was the analysis performed on the cognitive knowledge test data. It was assumed that these results could be judged interval scale data. Thus, means and standard deviations were calculated and standard analysis of variance techniques were used.

Interpretation of the results consisted of examination of patterns of responses for meaning. A scoring scale was devised for the opinion items which enabled a division of respondents--those "favorable" toward the training and those characterized as "unfavorable." Although most responses fell into the favorable half of the scale, it was felt that the Top ("Favorable") Quarter, and the Bottom ("Unfavorable") Quarter of the responses could be used for comparative purposes.

The reader should be cautioned that conclusions drawn from this evaluation cannot be interpreted as causal relationships since premeasures (before the training) were not obtainable. What can be said is that where changes and patterns of changes are identified, this change did (or did not) support the objectives of the training program. For example: One of the basic assumptions of the planning was that Social Studies teachers as a group were ill prepared to teach a course on Africa. A few teachers vehemently protested this notion in their comments. However, since 79% of the total group supported this notion on Item No. 25 and 87% supported it on Item No. 23, it was concluded that this assumption was supported by the data.

This example should not suggest that comments were frequently challenged. On the contrary, all data including comments were considered in reporting the findings in Chapter Four.

CHAPTER 4

FINDINGS

Cognitive Section

The congitive section, consisting of 16 multiple choice items, was designed to measure the extent to which AAI training increased the participant's knowledge of Africa. Analysis of this section was made in two ways. Overall frequencies were compiled, and scores were tested for differences according to the participant's background, AAI training, position, and evaluation of AAI. Below is a tabulation of the scores, by group, for this section:

TABLE II

16 Item Cognitive Instrument on Africa

Category	Mean	Range	Approximate Percentages with Social Studies Training
Position			
Supervisors	9.72	0-14	32.6
All non-teaching positions	10.36	1-16	47.4
Workshop experience			
Regional only[1]	10.98	1-15	70.1
Local only[1]	11.90	5-16	58.2
Both regional and local[1]	11.07	n.a.	n.a.
None - did not attend[1]	10.59	0-16	70.2
S. S. teachers with workshop	11.25	0-16	72.5
College training			
Social studies[2]	11.36	n.a.	100
Other[2]	10.08	n.a.	0
"Evaluation" section for those attending workshop			
Top quarter of completes ("favorable")	11.46	4-16	60.0
Bottom quarter of completes ("unfavorable")	11.09	4-15	74.2

n.a. - not available

[1] In one way analysis of variance, for these footnoted categories, the F test is significant at .01 level, F = 3.81; d.f. = 650.

[2] t test is significant at .001 level, t = 6.01; d.f. = 664.

Persons who received the most extensive workshop training demonstrated a greater knowledge of Africa. Those who attended only local intensive workshops of one week or longer had higher scores on this instrument than any other group. They were significantly better than those with no workshop experience as well as the group who attended only the regional workshop. Those people giving the workshop high praise ("favorables") scored higher on the average than those giving it an average rating ("unfavorables"). Both groups scored better than did teachers who did not attend the workshops.

The value of the workshop can be emphasized by comparing this group of teachers, who have taught African studies for one year but did not receive the workshop, to other groups. Seventy percent of these "controls" had been trained in Social Studies, so these are people whose training and teaching experience should have made them knowledgeable about Africa. Yet, their performance on this instrument was the lowest of ALL groups involved in social studies teaching. This portion of the instrument seems sensitive to training since those with college training in social studies scored significantly better than those with other types of training. If this is indeed the case, the workshop experience apparently provided the participants with a good deal of factual information since the group with the highest score - local workshop only - included fewer social studies teachers (58%) than any other group.

There are, however, some indications that all groups need further training. Analysis of total frequencies (see Table III) suggests that teachers still lack knowledge of African historical chronology: only 110, or 17%, of the total group knew that effective European colonial control over most African territories lasted about 50 years. Two hundred forty four said 100 years; 177 said 200 years; and 95 said 400 years. There is evidence that social studies teachers have some difficulty differentiating between the terms "continent" and "country" when tested in an indirect manner: To the question, "which of the following statements is most correct", 18 replied that Africa is a larger country than the United States;

Table III

PERCENTAGE OF RESPONDENTS
SELECTING EACH ANSWER ON COGNITIVE ITEMS

N= Answer

(637) 1. In terms of physical characteristics, a most striking fact about Africa as a whole is the _____.

7.8 a. Abundance of rainfall.
10.5 b. Uniform climate.
73.9 c. Lack of navigable rivers and natural harbors.
7.5 d. Great expanse of jungles.

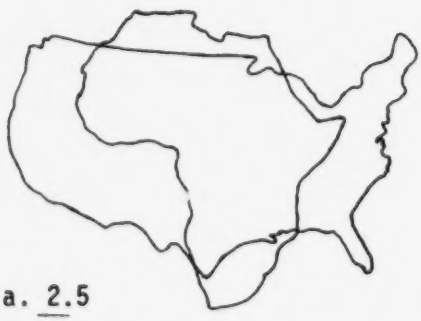
(648) 2. Most of Africa south of the Sahara is covered by:

6.9 a. Jungles.
4.6 b. Sandy deserts.
87.2 c. Wooded grasslands.
1.2 d. Swamps.

(653) 3. Most of Africa's natural resources:

96.6 a. Are underdeveloped.
.2 b. Have little potential value.
2.9 c. Have been depleted by unwise use.
.3 d. Can never be reached.

(635) 4. Which of the drawings below most nearly represents the correct size relationship between Africa and the United States?



a. 2.5

b. 77.8

c. 19.7

(639) 5. The largest amount of African territory still controlled by a non-African nation is claimed by:

(COL 32-38)

1.7 a. The United States.
2.8 b. The U.S.S.R.
17.1 c. Spain.
78.4 d. Portugal.

615) 6. The number of African areas remaining under non-African control in 1972 is between

73.3 a. 2 and 8.
16.6 b. 9 and 14.
7.2 c. 15 and 20.
2.9 d. Over 20.

(638) 7. The term: "apartheid" refers to:

91.4 a. A policy of complete legal separation of the races.
5.0 b. The desire of Africans to govern themselves.
.6 c. The establishment of European colonies in Africa.
3.0 d. The movement for unification among the African states.

(652) 8. The term: "Bantu"is most correctly applied to _____.

1.2 a. A city.
.3 b. An island.
.9 c. A river.
97.6 d. A language sub group.

(628) 9. The fifteenth and sixteenth European explorations of Africa were motivated by a desire to:

4.5 a. Discover the remains of early man.
25.0 b. Map the interior of the African continent.
57.2 c. Find a route to India.
13.4 d. Establish new governments in Africa.

626)10. Effective European colonial control over most African territories lasted about:

17.6 a. 50 years.
39.0 b. 100 years.
28.2 c. 200 years.
15.1 d. 400 years.

651)11. Which of the following terms is <u>preferred</u> as a reference to "Black Africa"?

.8 a. Tierra del feugo.
6.5 b. The Dark Continent.
57.6 c. "Emerging" Africa.
35.2 d. African South of the Sahara.

N=

(632)12. The statement, "we are all Africans", is usually used in reference to the knowledge that: (COL 39-43)

7.1 a. America owes all of its cultural heritage to African origins.
79.3 b. Dr. Louis Leakey has discovered the earliest known remains of man-like toolmakers in Africas' Olduvai Gorge.
3.3 c. Africa may well dominate the world before the end of the 21st. century.
10.3 d. Isolationism is a self destructive policy.

(652)13. One of the most important current problems facing the independent nations of Africa is _____.

2.8 a. Communistic activities.
1.4 b. Depletion of natural resources.
92.2 c. Economic development.
3.7 d. Constant warfare.

(646)14. Which of the following statements does not reflect a commonly held myth about Africa?

4.0 a. Large numbers of wild animals are found roaming all over Africa - especially in the jungle areas.
21.2 b. Africa had no history and had never achieved a high level of civilization until its discovery by Europeans.
70.0 c. Disease has constituted a serious limitation to human activities in Africa.
5.0 d. Most Africans live in primitive villages ruled by powerful despotic chiefs.

(653)15. Which of the following statements is most correct?

2.8 a. Africa is a larger country than the United States.
6.3 b. Africa is a country of diverse peoples.
28.8 c. Africa is the second largest continent.
62.2 d. All of the above.

(646)16. A handicap to the study of Africa south of the Sahara is the:

2.5 a. The complete absence of any material remains due to jungle encroachment.
80.0 b. General absence of written records.
13.0 c. Inaccessibility of many places of historical interest.
4.5 d. Continuous outbreaks of tribal warfare.

41 that Africa is a country of diverse peoples; 188, or 26%, answered correctly that Africa is the second largest continent; 406, or 61% said the correct answer was all of these. There remains some evidence of American cultural bias: 137 said the statement, "Africa had no history and never achieved a high level of civilization until its discovery by Europeans", was not a commonly held myth about Africa; 26 gave a similar response to the statement, "large numbers of wild animals are found roaming all over Africa - especially in the jungle areas;" and 32 said the statement, "most Africans live in primitive villages ruled by powerful despotic chiefs," is not a commonly held myth about Africa. These were the most disappointing responses on the cognitive section.

But there were some encouraging replies - which suggest that social studies teachers are sensitive to current events and that they tend to be aware of the stereotyping problem. Five hundred one, (75%) knew that Dr. Louis Leakey has discovered the earliest known remains of man-like toolmakers in Africa's Olduvai Gorge and that this discovery is the source of the statement "we are all Africans." Six hundred one (97% of the total) knew that economic development is one of the most pressing problems facing Africa's independent nations. Only 24 said the most urgent problem was constant warfare. This is particularly significant in view of the extensive media coverage devoted to recent wars in Africa.

Overall results of the cognitive section indicate that performance on the cognitive portion improved as exposure to AAI increased. Whether or not participants had had social studies training does not appear to have affected performance on this instrument since all groups involved in teaching social studies had basically the same amount. The type of workshop experience received was the most decisive factor in score differences.

Attitudinal Section

Analysis of the attitude section also included comparisons of responses of participants grouped according to training and position to see in what way, if any, contact with AAI influenced their attitudinal perception of AAI, Africa, and Africans. Results show there was very little difference among all groups. Overall frequencies indicate that a majority of the participants favor both AAI and its purpose and regard the changes taking place in the social studies curriculum as positive changes.

There were only a few significant differences between the responses of those in different positions, with differing amounts of exposure to the workshop, or with college training. The percentages in Table IV for the total group reflect the opinion of these various groups on these items.

The majority of significant differences found were anticipated. That is, those without the workshop, or with limited exposure, were more uncertain on questions relating to the workshop and AAI. For example, Item #25:

Institutes, workshops and other inservice training are poor substitutes for college courses in subject areas.

Type of Workshop	N	SA	A	?	D	SD
No Workshop	114	2	10	18	56	14
Regional Only	328	3	8	11	58	20
Local Only	91	4	7	4	64	21
Both	118	2	9	7	45	37

Supervisors, with the workshop experience were 98% in disagreement with this item while those in other positions were only 70-80% in disagreement. Similarly, supervisors and those not in social studies teaching positions differed on Item #27:

Table IV

PERCENTAGE OF TOTAL RESPONDENTS (666)

SELECTING EACH RESPONSE ON ATTITUDE ITEMS

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17.	Studies of other cultures are more important in producing educated students than in contributing to international understanding.	SA 03.9	A 14.3	? 13.7	D 50.9	SD 17.3
18.	All students should be taught that any problem (including religious, economic, moral and social problems) can be subjected to critical and objective analysis.	SA 33.3	A 54.1	? 06.0	D 05.7	SD 00.0
19.	The best way to dispell untrue myths is to counter the myths with more truthful information.	SA 50.2	A 45.2	? 02.9	D 01.4	SD 00.5
20.	The current emphasis on "new" methods of teaching about Africa is simply a fad which will soon be replaced by another fad.	SA 01.4	A 08.6	? 21.8	D 48.0	SD 20.3
21.	The "Emerging" African Nations constitute a real threat to a peaceful world in the last half of the 20th century.	SA 00.9	A 04.8	? 14.4	D 58.7	SD 21.2
22.	Only the more gifted pupils are capable of learning much from the inquiry approach.	SA 02.3	A 06.9	? 10.5	D 50.3	SD 30.0
23.	The most meaningful changes in teaching must be accomplished by teachers rather than by principals, supervisors and others.	SA 37.4	A 46.5	? 05.1	D 08.1	SD 02.9
24.	The materials which a teacher has collected largely determine the directions her class will follow in its study.	SA 15.5	A 57.8	? 10.1	D 15.2	SD 01.5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25. Institutes, workshops and other inservice training are poor substitutes for college courses in subject areas.	SA 02.6	A 08.1	? 10.7	D 56.5	SD 22.2
26. Since teachers usually have little control of teaching materials purchased for their use, principals and supervisors should be included in any training which proposes the use of new materials.	SA 24.3	A 60.7	? 08.0	D 06.2	SD 00.9
27. If teachers were provided time during the school day to keep up with current development in their teaching field, there would be little need for institutes and training sessions.	SA 04.7	A 16.5	? 14.7	D 55.4	SD 08.7
28. Specialized organizations such as AAI frequently conduct more effective institutes than do college teachers.	SA 16.5	A 41.6	? 33.3	D 08.1	SD 00.5
29. If successful American businessmen were given control of America's foreign aid money, they could solve many of Africa's current problems in a short time.	SA 00.8	A 06.0	? 28.8	D 46.7	SD 17.7
30. There is no real need to promote extensive changes in social studies teaching methods.	SA 00.8	A 03.8	? 12.8	D 52.3	SD 30.5
31. In order to do an effective job of teaching about other cultures, the teacher may need to challenge personal values of her/his students.	SA 17.9	A 67.9	? 08.6	D 05.4	SD 00.3
32. One of the values of studying other cultures is that most students gain a finer appreciation of their own culture.	SA 24.3	A 63.4	? 08.4	D 03.8	SD 00.2
33. Western stereotyping of the African population is a persistent difficulty which should be considered in preparing to teach about Africa.	SA 25.2	A 64.9	? 08.1	D 01.7	SD 00.2
34. Materials designed ONLY to change students' perceptions of Africa should be eliminated by the establishment of effective criteria for material selection.	SA 05.3	A 37.1	? 32.3	D 23.1	SD 02.3

If teachers were provided time during the school day to keep up with current development in their teaching field, there would be little need for institutes and training sessions.

Type of Position	N	Percentages SA	A	?	D	SD
Social Studies With Workshop	452	4	18	16	52	9
Social Studies Without Workshop	105	8	17	19	51	5
Supervisors	44	2	0	9	84	5
"Other" positions	25	0	8	0	76	16

A third type of expected result was obtained between those with collegiate social studies training versus all other backgrounds. As with two or three other items, the social studies group had a greater percentage of responses in the extreme positions - e.g. Item #18:

All students should be taught that any problem (including religious, economic, moral and social problems) can be subjected to critical and objective analysis.

College Training	N	Percentages SA	A	?	D	SD
Social Studies	449	37	49	6	7	1
"Other" Training	217	27	64	6	4	0

Many studies of attitude and change caused by workshop type activities have produced similar findings, namely that there are usually small differences in attitude among educators and that attitude surveys quite often provide good information on the current status of attitudes within a group. Accordingly, a preliminary examination of the total group percentages on each item reveals several interesting item groups.

Item #21 supports the idea that the vast majority of the educators sampled in this study do not believe that the major current concern within Africa (or to the rest of the world) is a threat of war or actual war. Only six percent of the total group selected war as the major concern. Item #33, reflecting the persistent difficulty with stereotypes of Africans in the teaching of social studies, would seem to indicate that teachers have overcome this problem since 90% of them agreed with this statement also.

Eighty-three percent of these respondents perceive a need for extensive changes in social studies teaching methods as shown by Item #30. Item #24 suggests that 73% of the group believe the materials directly available to them determine the direction for the class. It should be remembered that materials selection is one of the keys to AAI's approach to workshops. While Item #26 is weakened because it has two ideas, it would seem that since eighty-five percent of the group agree with the item, the group believes, as do AAI and the State Social Studies Division, that change is brought about by new materials and the involvement of local change agents.

Items #18, #31 and #34 reveal that these respondents believe almost any problem can be subjected to critical and objective classroom analysis and that the teacher may need to challenge personal values of students. A somewhat different view is held in regard to materials designed only to change perceptions. Perhaps this reflects a desire in some teachers for change in student belief systems toward the perception of the instruction. On the other hand, it may reflect a concern about strong propaganda materials that bear little resemblance to truth.

The favorable response to Item #22 was encouraging since the comments section was used by a few people to indicate their belief that the inquiry approach would

not work with below average students. Eighty percent of the respondents do not agree that the inquiry method works only with gifted students.

The data from the attitude section indicate that participants favor the introduction of new material and new teaching techniques into the area of social studies. They also confirm what the preceeding section suggests: that an overwhelming majority of the participants like workshops, perhaps to the point of favoring them over college courses, and that a majority of those with the Social Studies - AAI workshop were pleased with the experiences provided.

Teaching Materials, and Techniques - Methods

The last two sections of the questionnaire: Teaching Materials, and Techniques-Methods, were completed by only those respondents who had received some workshop experience. Approximately five percent of the remaining 551 questionnaires were either blank or incomplete in these two sections; therefore, the total number of reported responses for this section is 527.

Results from these sections will be presented in two phases. First, an overview of the results from the total group will be presented. Following this section will be a discussion of the results from the higher and lower quarters of the group ("favorables" and "unfavorables") on their "evaluation" of AAI and the workshop.

Results of the total group frequencies show that:

- A majority approve of AAI's involvement with teaching material.
    - 88% felt that this was a good means of improving instruction
- Most have confidence in AAI approach to material selection.
    - 65% felt that AAI could improve quality and efficiency of materials selection in their school system
- There was change, though not drastic, in teachers' ability to evaluate materials.
    - 35% felt they were better prepared to evaluate material to a greater extent
    - 57% felt they were better prepared to evaluate materials to a limited extent

- Teachers preferred the workshop's visual and aural aids to printed materials

Order of Preference	Number	Percent	Item
1	434	82	Films
2	418	79	Filmstrips
3	394	75	Maps and atlases
4	318	60	Newspapers and/or slides
5	309	58	Records/tapes/songs
6	287	54	Reference books
7	260	49	Original source material
8	247	47	Supplementary readers
9	246	46	Textbooks
10	188	36	Teachers guides/class exercises
11	135	26	Journal articles
12.5	127	24	U. N. articles
12.5	127	24	Governmental publications
14	109	21	Bibliographies
15	63	12	Other (resource people postcards, stamps)

- The workshops did influence interaction between teachers and those involved in materials selection

    . 42% felt working relations had improved

    . 56% had had more discussions with persons involved in materials selection

- Many different materials had been purchased since the workshop

  . 19% had purchased 1-3 different materials
  . 24% purchased 4-8
  . 29% purchased more than 8

- Most respondents approved of AAI's approach to material compared to previous experience

%	Practicality	%	Variety	%	Total Costs
57	more practical	73	greater variety	20	more costly
18	about the same	16	about the same	44	about the same
3	less practical	1	less variety	18	less costly

- Teachers came to the workshops primarily for materials information, teaching techniques, and to prepare for teaching new units on Africa

Order of Preference	Number	%	
1	413	78	Locate new materials for teaching about Africa
2	390	74	Learn new techniques of teaching social studies
3	373	71	Prepare for teaching new units on Africa
4	342	65	Knowledge of Africa and Africans
5	191	36	Learn methods of curriculum change
6	188	35	Discuss teaching of Africa with other teachers
7	128	24	Study stereotyping effect in social studies

- Respondents felt the workshops more nearly filled their needs in methods/techniques and materials than in information/content

  . 66% felt satisfied in methods/techniques

  . 65% felt satisfied in materials

  . 48% in information and content

- The most effective teaching techniques presented in the workshops were those centered around visual aids.
    - . 75% found visual inquiry using magazine pictures, stamps, postcards, or filmstrips valuable
    - . 40% found critical discussions of films and filmstrips valuable
    - . 40% found scale and distance studies using maps and airline timetables valuable

- Most of the participants had had little or no collegiate preparation to teach about Africa.
    - . 35% had taken courses which considered Africa, but felt inadequately prepared
    - . 50% had no preparation at all

- Most felt that more time was needed.
    - . 30% felt the amount of time allotted was adequate
    - . 52% felt more time was needed to cover the topic adequately

- A majority of the respondents felt that the AAI presenters were better than average.
    - . 61% felt they were excellent
    - . 33% felt they were adequate

- Respondents considered the new course in African Studies increased student interest in social studies to some extent.
    - . 23% felt a great increase in interest
    - . 52% felt a limited increase in student interest

- The majority felt student responses to the newer context materials was positive and most had modified the way they use State-adopted Social Studies textbooks as a result of the AAI training.
    - . 69% felt student response was positive
    - . 75% felt they had modified the way they use State-adopted texts

- Most of the respondents felt that some of the ideas were suitable for almost all students.
    - 69% almost all
    - 9% almost none
    - 35% felt presenters tended to overestimate interest and talent of students

- A few of the respondents were able to identify by title one or two of the paperback texts discussed at the workshop.
    - 21% could remember at least one title, such as "Are You Going To Teach About Africa?"

- Just over half of the group felt the AAI training had clear objectives but they were able to get a feeling for the general purpose of the training.
    - 55% felt the AAI training had clear objectives
    - 7% felt the total purpose of the training was not really clear

- The group that attended the workshops felt future training should concentrate in methods/techniques, materials, and information/content.

Rank	Percent Recommending	Topic
1	71	Methods/Techniques
2	68	Materials
3	58	Information/Content

A broad overview of these results would indicate that the vast majority of participants, while not prepared in college to teach African studies, did find the workshop content oriented toward their needs. The emphasis on visual and aural materials and the inquiry approach was well received by the teachers. Positive attitudes for students were generally reported as well. The participants agreed with the AAI philosophy that change in curriculum is best accomplished by involving themselves with change agents. Furthermore, the respondents wholeheartedly recommend that more workshops of a very similar nature be held to bring about improvements in instruction.

Information from these last two sections were also used to form two criterion groups composed of the upper and lower quarters of the respondents as measured by an arbitrary scaling of responses. This scaling attached weights to items such that a response pattern might be judged "favorable" or "unfavorable" toward the AAI training program. Scores for this purpose ranged from a low of 1 to a high of 126. The mean of the total group was 82.43 and the distribution of scores was skewed in a direction that is most favorable to the workshops. Therefore, the group in the lower quarter had scores ranging from 1 - 66 and contains many people who rate the workshop about average as well as some who were more critical of their experiences. As the discussion of the higher and lower evaluation groups continues, the fact that many in the lower quarter are not extremely negative should be remembered.

The similarities and differences between these two criterion groups as to their positions, training, and workshop experiences was considered relevant to this study.

Activity	"Favorables" Top Quarter Evaluators (N = 134)	"Unfavorables" Lower Quarter Evaluators (N = 132)
Attended Local Workshop[1]	66	27
Attended Regional Workshops[1]	157	124
Social Studies Position	114	103
Supervisor	10	13
Social Studies Training	80	98
Other Training	54	34
Mean Score on African Cognitive Instrument	11.46	11.09
Range of Scores on African Cognitive Instrument	4-16	4-16

[1]An individual could be counted more than once if they attended more than one workshop.

The strongest difference noticed is in the amount of exposure to the workshops. Obviously the higher group has far more exposure than does the lower group.

There is some difference in background also. It is hypothesized that the lower group knew something about Africa before the workshops. Indeed we note that the cognitive scores on the instrument in Section I are quite similar. Results from the cognitive instrument were rather sensitive to the amount of training, so it would appear that some of the members of the lower group, since many of them did not attend local sessions, must have received training in college or have developed knowledge about Africa from other sources.

In the discussion that follows, a case is made for a tentative hypothesis which should be verified in pre-post testing or special questions at future workshops. The hypothesis claims that part of this lower group is critical of AAI in general while a larger portion consists of people who have taught themselves about Africa and were not favorably impressed with the one day workshops which dealt with more elementary topics than the local intensive workshops.

The relative lack of exposure to local workshops may account for the proportionally higher percentage of lower evaluators who, in attitude, were "undecided" about new methods of teaching about Africa or about organizations such as AAI. In response to the statement, "*the current emphasis on new methods of teaching about Africa is simply a fad which will soon be replaced by another fad*", 30% of the lower evaluators were "undecided", but only 8% of the higher evaluators. To the statement, "*specialized organizations such as AAI frequently conduct more effective institutes than do college teachers*", 42% of the lower evaluators were "undecided", versus only 10% of the higher evaluators. A tentative conclusion may be drawn that those with least exposure to AAI were less sure about its purpose. This conclusion receives further support from the fact that only 12% of the lower evaluators felt that AAI had clear training objectives whereas 92% of the higher evaluators felt that it did. Twenty-one percent of the lower group thought the total purpose of AAI was not clear while only a fraction of one percent of the higher group thought so.

The main difference between these two groups seems to be experience in teaching about Africa. No other part of their profiles, except for the amount of workshop experience, reveals any major differences and lack of experience with African material could very well have caused the higher evaluators to react more favorably to the training. Eighty-five percent said they attended the workshops "to gain basic knowledge about Africa and Africans," and only 40% of the lower group came for that reason. Most (56%) of the lower evaluators said they came "to obtain information concerning new materials for teaching about Africa;" 52% said "to prepare for teaching new social studies units on Africa;" and 50% came "to become familiar with new techniques in teaching social studies." Evidence is quite conclusive that many of the lower evaluators already felt quite competent to teach African studies.

Regardless of methods used, these findings point to a most successful North Carolina program. The cognitive test was designed to reflect those facts considered important by the sponsors of the workshops (AAI and the Social Studies Division). It was found that scores did indeed improve as exposure to the workshops increased.

In general all social studies teachers, and to a lesser extent, other groups, tended to score high on positive attitude. ("High as postulated by Social Studies Consultants instrument writers"). The differences between groups on this were small with less than one third of the items clearly distinguishing between groups. In general, those who had attended the workshops reflected a more positive attitude toward change and the philosophy of AAI and State social studies than did those who did not attend the workshops. This latter group had a tendency to favor the "uncertain" option more frequently.

The final two sections of the instrument requested more direct judgments of the worth of the program. Respondents evaluated their experiences as well as estimated the effects (on change and on students) of the training. The total response over all items was consistently high ranging between 70% and 90% positive with the

exception of the time questions. Most felt a need for more and longer workshops. (It has been noted previously that persons with scores as high as sixty-six on the subscale were "forced" into the "unfavorable" category in order that a comparison could be made between the top 25% and the bottom 25%.)

The comments also were supportive of the program. Fewer than 15% were classed as negative, about 20-25% commented in the spirit of needed improvement and almost 50% were completely positive to the extent that they suggested no changes (except more workshops). It was noted that many of those persons who were negative with comments fell into the positive group in all other sections. This would suggest that many of the 15% classed as negative were so toward specific aspects only. The majority of these aspects were addressed in the summarized comments since they may serve to point out needed improvements.

These findings reflect the total success of the North Carolina training program as planned and implemented by AAI and State Social Studies. The conclusions and recommendations of the final chapter will include attempts to fit these findings into a more general context by detailing those conditions which are viewed as significant to the (these) results obtained.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Results of this evaluation indicate that the North Carolina program was highly successful and that much of this success is attributable to AAI planning and implementation. The overall evaluation of the project, however, cannot overlook the fact that the decision, made in 1969 by the Social Studies Division, to involve social studies teachers in some type of training was strongly influenced by the impending curriculum change at the seventh grade level. Participation and interest were augmented by an immediate need to prepare for teaching African studies. AAI was successful in helping teachers meet this need, and the intent of this report is to provide AAI with information that will be useful in planning and conducting similar programs. Analysis of data collected through the mail survey and of procedures used at all stages of the project reveals that many factors contributed to overall success and that there are a number of ways in which future projects of a similar nature can be improved.

Summarization of the data from the questionnaire indicates that the vast majority of the participants were social studies teachers who lacked college preparation in African studies. The workshop, with its emphasis on visual and aural materials and the inquiry approach, was perceived by the teachers as being oriented toward their needs. These teachers reported that students responded positively to the ideas, techniques, and materials introduced.

The participants felt, as do AAI and the State Social Studies Division, that change in curriculum is best accomplished by involving supervisors and other personnel concerned with the changes. Furthermore, the respondents wholeheartedly recommended that more workshops of a very similar nature be held to bring about improvements in instruction.

Although the participants were not sure of the specific objectives of the AAI training, they were definitely able to get a feeling for the general purpose of the training. Indeed, the cognitive test designed to reflect knowledge of facts considered important by AAI and the Social Studies Division revealed that scores improved significantly as exposure to the workshop experiences increased.

A strong endorsement of AAI's focus on improving instruction through materials selection was made by those who participated in workshops. The School Services Division of AAI was encouraged to continue their quality work in this area.

A telephone survey of respondents and non-respondents found that non-respondents who were too busy to reply to the rather lengthy questionnaire were equally certain with the respondents that the AAI/Division of Social Studies workshops were eminently successful (See Appendix B).

In the opinion of participants, the more lengthy (week-long) workshops were more effective than the one-day workshops. Probably the most important factors in this respect were more participant involvement in planning and more time.

The conclusion to be drawn from this evaluation, therefore, is that the School Services Division of AAI, in conjunction with the State Social Studies Division, designed methods of curriculum improvement which were felt by practitioners to be a reasonable means of approaching this task. These respondents gave complete approval to the materials portion of the training programs and were only slightly less supportive of the information and methods/techniques portions. The emphasis on the teacher as a decision maker and change agent was well received. Although there were some negative responses to specific aspects of the program, there were no indications of negative patterns of response. The program was considered successful in all of its four areas of concern.

The evaluators believe that the following recommendations will be helpful for future program planning. Although most of these are based on the evaluation results, some are cautiously offered for additional consideration.

If possible, a sufficient supply of training session invitations should be provided to contact persons so that each prospective participant may receive one. A number of respondents indicated that they were not sure what to expect when they attended. Another group completed the sessions with an adequate conception of the general goals of AAI but without a grasp of the specific objectives of the sessions which they attended. Better communication should alleviate both of these problems.

It would seem advantageous to add a practicing teacher, preferably one with AAI experience, to the program for all regional workshops. There is a tendency, supported by this evaluation, for teachers to be somewhat skeptical of "outsider" presentations, especially in the area of methods.

There were considerable indications that workshops should be redesigned to consider different levels of knowledge and teaching ability (with respect to Africa) among teachers. Those teachers with some knowledge of the subjects indicated resentment at the more elementary portions of the training. A simple concurrent two-group presentation might yield benefits in future workshops. Prior to the workshop, teachers should be allowed to indicate their level of training to some of the workshop staff.

Another type of differentiation can also be suggested. As far as can be ascertained from this evaluation, supervisors and administrators received no special attention except for routine correspondence. It might be wise to consider a statewide conference designed specifically for people who might qualify as "change agents." A related suggestion is to develop a media presentation of the highest quality (this writer would suggest that materials evaluation be considered) which could be presented by local personnel. The initial costs of preparation could be absorbed over a period of usage.

Planning for the developmental program apparently was limited to the period of workshop activity. The School Services Division of AAI should now be in a

position to request a simple written status (with regard to Africa in the Social Studies curriculum) and to secure commitments to some type of follow-up by the State or local personnel prior to mounting future concentrated efforts.

Finally, dissemination should receive considerably more emphasis. Educators, teacher trainers, and the public should be made aware of these efforts. Local newspapers are a possible medium in this area. Consideration should be given to the use of a periodic newsletter. If costs of the newsletter would be excessive, selected mailings or constant dropping of "inactives" from a mailing list might be partial solutions.

Many of these suggestions are based on comments submitted by participants who, while suggesting improvements, were also praising both the State and AAI for the enormous amount of help they had received. But the facts remain that many teachers, by their own admission, are still poorly prepared to teach about Africa; they need more help; and they want it.

There is a tradition that no evaluation report is complete without suggestions for further study or improved evaluation techniques. The following suggestions are sincerely tendered: more timely evaluations could be shorter and more cost effective; they could also include pre-measures so that causal relations could be established--major attitudinal changes are relatively rare; and consideration might be given to obtaining more direct student measures.

Comments From Participants

The evaluation plan included opportunity for participants to record whatever comments they wished to submit about the program. These comments were inspected individually and grouped according to their nature and/or subject. The following comments are specific enough to be considered part of the findings of this study. These suggestions should be considered for future program development.

The most frequent request by far was for more extensive coverage. Reasons were numerous

- Time was inadequate, especially in the regional workshop:

  "The time allotted was too short - everything seemed rushed."

  "The Institute is fine, but cannot make up for lack of background. It just isn't possible in a couple of hours every couple of years to turn out experts on Africa."

  "There was too much to be presented in the amount of time allotted for each part of the AAI. Otherwise - very interesting!"

  "The workshop was crammed into too short a span of time with too many people there for adequate discussions. Materials display was not available long enough to be adequately inspected and evaluated."

- Future workshops should include persons in other positions and be expanded into other curriculum areas:

  "I think that they (the workshops) should be continued in the forthcoming years. They should not only be limited to Africa. They would be helpful in the area of English where the new linguistic approach is being introduced and taught."

  "I would like to see workshops of this type for other areas, such as Asia."

  "I think the course should be continued and should be a requirement for those who teach in the upper grades."

  "I am of the opinion that all teachers, supervisors, principals, and administrators should take workshops on African culture."

. Future workshops should be for renewal credit:

"More North Carolina colleges should have these institutes - they could be of longer duration for more learning and at the same time give more renewal credit on certificates than the one hour local credit. They should be tuition free."

"I would like to see more workshops offered throughout the state for social studies teachers and for renewal credit. You learn so very much! It often means more to your classes and your effectiveness as a teacher than does taking a college course and writing a term paper!!"

"Several workshops should be given annually with certificate renewal credit at all levels."

A large number felt that scheduling both in terms of the school year and the work day could be improved

. Earlier in the year would be helpful:

"It would have been more helpful if the workshop could have been scheduled before the school year began."

"I went to the workshop the end of October wondering why it was not held September 1st. Perhaps next year it could be held earlier for the benefit of teachers like me who are not fully prepared to teach about Africa."

. Perhaps workshops could be held on a non-teaching day, at night, or for shorter periods:

"It's very hard to teach all day and then go to a workshop, especially with our after-school duties. I was exhausted by the end. I see a need for shorter sessions and a better time to hold them than after a full days work."

"Our time element is my only complaint. Our workshop met from 2:30 - 6:00 PM for five days. After teaching for 6 hours, it was often difficult to keep a fresh mind for 3 1/2 hours. I think maybe two hours daily for 10 days would have been better."

"I would prefer workshops being held on non-teaching days."

- Perhaps workshops could be held on a non-teaching day, at night, or for shorter periods: (cont.)

  "I would like to see the workshops offered at night or in the summer (for credit). The problems we had getting to the meetings left many of us with an unrelaxed atmosphere."

  "The worst part of the workshop in our area was that it was held in one week, all five days, from 3:30 - 7:00 PM. We were worn out after teaching all day and then spending so much time there. It would have been much better if we had had no more than two of these sessions per week, over a three week period."

Most of the student related comments centered mainly around student abilities

- Some felt the materials and techniques were not satisfactory for the slower students:

  "Many of my students are slow learners. They simply would not be able to grasp if I presented my lessons the way the AAI did. Their reasoning power is very limited."

  "The workshop which I attended was very interesting and stimulating. However, the students I teach have very limited ability and interests; so, I could use few of your suggestions."

  "There was nothing presented that I felt I could employ with my students as most of them are below grade level in ability."

  "Many of the ideas presented relied on high interest in reading by the students. Unfortunately, too many of the students have great difficulty reading and writing."

- Other teachers reported success in using AAI techniques with the slower students:

  "The best concepts of this approach allow even the non-readers to learn and enjoy about the world around them."

  "I have used many of the ideas and techniques and found very positive results. The inquiry techniques were very helpful with slower students."

- Other teachers reported success in using AAI techniques with the slower students: (cont.)

> *"The AAI instructors gave me some concrete, usable approaches for me to use in approaching such a new area. I especially appreciate the assumptions that #1 the students cannot read; and #2 there will be no available money for resources."*

> *"Thank you for making this workshop available to us . . The session I found most helpful was the one on motivation of the slow learner."*

Most found the techniques and methods presented in the workshops quite helpful

- The inquiry method does work:

> *"Many of the techniques and methods I have used all year long for both a study of Africa and Asia, I found that these new methods greatly increased my students' interest and achievement. One thing for sure: The new methods of teaching social studies do work."*

> *"I gained a great insight to teaching the inquiry way. Every possible chance I try to make use of it as far as possible."*

> *"The AAI workshops have been EXCELLENT - not only did I learn various skills to improve my teaching, but I also learned valuable information on Africa. I had had no formal instruction in inquiry techniques prior to the workshop. As a result of the workshops, I can say I am definitely a much better teacher and I've reached more students. Utilizing the methodology I learned in the workshops has resulted in outstanding student interest. It's great to be able to turn students on!!"*

- But a few were a little unsure about it:

> *"At these workshops, everyone talks about the inquiry approach, but I have yet seen any presenters start from the ground and explain the approach whereby the teachers can learn how to use this approach. I have talked to a number of social studies teachers around the state and nobody really has a good idea of how this approach works, and why this is considered so much better than other approaches."*

Several comments were directed toward lack of teacher preparation in African studies

- Because of this lack of preparation, many wanted more emphasis on subject matter:

> *"Because many of us have not been properly trained in African history, I would like to see a little more emphasis on subject matter."*
>
> *"Lack of teacher preparation in background materials concerning Africa should be the main emphasis of the program . . . . Most social studies majors like myself who graduated ten or more years ago have no background in African history whatsoever."*
>
> *"More information about each section or country . . . Less on technique method of teaching. If a teacher knows, she or he can better develop the method of teaching more suitable to their group of children."*

- Some felt their lack of preparation caused difficulty in appreciating the workshops:

> *"I found the workshop most effective but I had had no preparation of study on Africa. Because of my ignorance of Africa at the onset of the workshop, it was somewhat difficult for me to fully appreciate the techniques and methods presented."*
>
> *"The workshop could have been more understandable to me if I had had some knowledge of the course before I attended the workshop."*

- At least one person suggested a possible solution:

> *"As a social studies major I was familiar with the techniques, materials, and methods presented by the AAI, and thus did not find the sessions to be particularly valuable. For the non-social studies teacher, the blitz method may have been a bit overwhelming, but exposure to the inquiry approach would be useful.*
>
> . . . . . .
>
> *I think two groups would have helped in our session. Those with background in the field would not be wasting time on repetition. Those without backgrounds could concentrate on fundamental learning concepts."*

The presenters were good, but these are ways in which they could improve

- They should not talk down to teachers or assume that they know so little:

> *"One of the presenters in particular talked 'down' to the teachers. The one African gave a slanted point of view. Nevertheless, I felt the workshop in general served its purpose."*

> *"Much of the time I felt the presenters thought I knew nothing or very little."*

- They should not conduct identical workshops:

> *"I attended two AAI workshops on Africa. Each workshop did much the same thing using the same material. I didn't see the need for two almost identical workshops."*

> *"I thoroughly enjoyed the first one . . . but the second one . . . was repetitious having the very same speakers with the same examples and talks. If they had been different it would have been much more effective."*

- Presentations should not be too commercialized:

> *"Too commercialized in promoting AAI material."*

> *"For heaven's sake, send us another educator to 'redo' Africa and leave Madison Avenue in New York."*

- Presenters and evaluators should not assume that they have discovered a new world of teaching:

> *"Questionnaire seems to imply:*
>
> *a. AAI has discovered a new world of teaching*
> *b. All teachers woefully prepared to teach African cultures*
> *c. All teachers lack teacher training and teaching skills prior to attending workshops*
>
> *Above assumptions simply not so. Workshop helpful for refresher training for skilled and knowledgeable teachers, but totally inadequate training for a poorly prepared teacher."*

> *"Some of the U.S. presenters seem to think that everything they do is new and different and it isn't - therefore it can become boresome."*

Some thought the whole thing was a waste of time

> *"I thought the workshop was a waste of time. The presentation was boring and I felt it quite impractical. It did not improve my teaching and neither did it provide one with cheap resources. I was quite disappointed."*

> *"The one-day . . . workshop offered no new or startling revelations to our teachers. It seems to me that your best suit is not presentations but materials; and I would recommend that you stick to this. Our teachers, or our State Department could have presented a much more inspiring workshop . . . . It was underwhelming - to say the least - Do a better job or get out of the workshop business; don't waste time with dull, mediocre presentations . . . ."*

Some were victims of communications problems

> *"The teachers going to the workshop, from this school, were merely told they were going - no preview of what to expect, little said as to purpose, goal, etc. Just a go on over there kind of attitude."*

> *"I attended a conference in April or May of 1971. When I went I thought the meeting was going to be about adopting new textbooks for high school. Instead the meeting was mostly about Africa."*

And some could hardly contain their enthusiasm

> *"My reactions to all AAI presentations I have witnessed are so positive and enthusiastic as to sound a bit suspicious, but these reactions are honest and sincere nevertheless. Considering the size and variability of the audiences at these presentations, it is impossible for me to see how the presenters could have done better. They always had much of value to everyone who was interested and willing to profit from the presentation. North Carolina is fortunate to have had the services of this entire group, and it is my sincere hope that the relationship can continue until the new secondary social studies sequence is completely phased in statewide, and even after that."*

> *"Usually when social studies workshops are held, for me this is a dull day. However, I can truthfully say that I have never had a more stimulating and informative experience than the presentations of the AAI staff at a local workshop."*

And some could hardly contain their enthusiasm (cont.)

"I really enjoyed it. I felt a little excited and charged up when I left. I was very glad to have gone."

"As a result of the workshops conducted by AAI in our school system, teachers and students seem more excited about social studies than ever before. For the first time, students are doing social studies rather than just reading about it. We are greatly indebted to AAI for all their efforts in helping us to improve the quality of social studies education in our schools."

"Y'all did good."

The most obvious thing about the majority of persons submitting comments is that they like workshops and want more of them. Introduction to this new material on Africa has made them aware of the gaps in their professional training. Many see workshops as more desirable for filling these gaps than college courses because they can offer an immediate answer to the teacher's specific needs. A person leaving one of these sessions often takes with him ideas and techniques that can be put to work in the classroom immediately. This large number of requests for more workshops, even by persons who attended local, intensive sessions, provides another indication that teachers still feel inadequately prepared to teach about Africa and Asia and that they want more help.

SECTION TWO

APPENDIX A

FREQUENCIES OF RESPONDENTS SELECTING EACH RESPONSE FROM THE AAI QUESTIONNAIRE ON "TEACHING MATERIALS" AND "TECHNIQUE/METHOD" SECTIONS[1]

[1] Responses from Section I are reported in Table III

Responses from Section II are reported in Table IV

FREQUENCIES OF RESPONDENTS SELECTING EACH RESPONSE ON

"TEACHING MATERIALS" AND "TECHNIQUE/METHOD" SECTIONS

N=
527 1. In your opinion, should an agency such as AAI concern itself with teaching materials?

465 a. Yes, this is a good means of improving instruction.
34 b. Yes, this service benefits schools by saving money.
2 c. No, this service is not necessary.
1 d. No, salesmen can provide all the needed information.
25 e. Not sure.

177 2. Have you been able to develop new teaching units on Africa primarily as a result of materials introduced by AAI?

143 a. Yes, have developed new units based on AAI introduced materials.
151 b. Yes, have developed new units; not necessarily based on AAI.
148 c. No, have not developed new units; have used some AAI material.
35 d. No, have not used any of the materials introduced at the workshops.

512 3. Have you, as a result of the AAI workshop(s), become better able to critically evaluate new materials designed for class use?

182 a. Yes, a great extent.
301 b. Yes, a limited extent.
29 c. No, not at all.

498 4. As a result of the AAI training, to what extent have you "discovered" and used readily available materials of which you were unaware?

101 a. To a great extent.
249 b. To some extent.
115 c. To a limited extent.
33 d. Not at all.

493 5. Assuming they could be hired, what quality job of materials selection do you believe AAI personnel could do for your school system?

343 a. They would improve both quality and efficiency.
56 b. They would become frustrated in our situation.
87 c. They would do about as well as we do.
7 d. They would fail to satisfactorily accomplish the job.

N=
434 6. Please indicate by marking the appropriate box, which of the following of materials you consider most useful in teaching about Africa. (Check as many as apply).

418 Filmstrips

260 Original source materials

434 Films

246 Textbooks

287 Reference books

247 Supplementary readers

318 Newspapers and/or slides

394 Maps and atlases

127 Governmental publications

188 Teachers guides/class exercises

309 Records / tapes / songs

127 U. N. Publications

109 Bibliographies

137 Journal articles

63 Other _____.
(Please specify)

515 7. Has attendance at the AAI workshops resulted in improved working relationships between teachers and others involved in materials selection and purchasing?

136 a. Not applicable at my school.
219 b. Yes.
53 c. No.
107 d. Not sure.

99 8. How would you characterize student responses to your use of newer nontext materials in the teaching of Africa?

91 a. Highly positive.
275 b. Positive.
61 c. Neutral.
8 d. Negative.
64 e. Not applicable.

N=

473 9. The difficulty level of materials (other than State adopted texts) exhibited at the AAI workshop was suitable for _____ of my students.

40 a. All.
244 b. Most.
128 c. About half.
61 d. A few.
0 e. None.

498 10. Approximately how many different materials (don't count multiple copies of same materials) for teaching Africa has your school obtained since you attended the workshop?

29 a. 0
100 b. 1-3
127 c. 4-8
151 d. More than 8
91 e. Don't know.

509 11. In your opinion, can the materials selection techniques proposed by AAI be successfully used in the selection of materials for other subjects (such as Science, English and Math)?

299 a. Yes.
14 b. No.
196 c. Not sure.

495 12. The quantity of materials produced for teachers of Africa during the past ten years could best be characterized as _____.

206 a. Relatively small.
189 b. Relatively large.
32 c. Overwhelming.
68 d. Much too small.

501 13. The quality of all materials designed for teachers of Africa during the past ten years could best be described as:

11 a. All good.
147 b. Most good.
314 c. Great variability.
28 d. Most bad.
1 e. All bad.

474 14. Compared to previous practices (in your experience), how would you rate the AAI approach to materials?

Practicality		Variety		Total Costs	
360	more practical	386	greater variety	104	more costly
97	about the same	84	about the same	230	about the same
14	less practical	4	less variety	97	less costly

50115. Since attending the African workshops, have you had more discussions with other persons in your school who are involved in materials selection and/or purchasing?

295 a. Yes.
175 b. About the same.
31 c. Not sure.

115 16. Please identify (by title) any two of the paperback texts or supplementary readers discussed at the workshops.

114 a. _____
1 b. _____

SECTION IV - TECHNIQUE / METHOD

413 17. Which of the following objectives expresses your reasons for attending the AAI workshop training? (Check all which apply.)

342 1. To gain basic knowledge about Africa and Africans.

128 2. To study stereotypes and the effects of stereotyping on teaching about other cultures.

391 3. To become familiar with new techniques in teaching social studies.

413 4. To obtain information concerning new materials for teaching about Africa.

191 5. To learn some basic techniques and principles of curriculum change.

373 6. To prepare for teaching new social studies units on Africa.

188 7. To discuss the teaching of Africa with other teachers.

17 8. Other (specify)_____

_____

426 18. If there has been curriculum change in your school's 7th Grade Social Studies Program in the past three years, was this change a result of:

2 a. AAI workshops.

175 b. AAI workshops plus other influences.

185 c. Other influences only _____.

64 d. Not applicable/no curriculum change.

469 19. How many of the teaching techniques presented at the AAI workshops did you perceive as useful for your classes?

6 a. 0

232 b. 1-3

154 c. 4-6

77 d. More than 6.

451 20. As of this date how many of the teaching techniques presented at the AAI Institutes have you actually used with your classes?

29 a. 0

271 b. 1-3

101 c. 4-6

50 d. More than 6.

457 21. As a result of the AAI training, have you changed the ways in which your students use the state-adopted Social Studies textbooks?

123 a. Yes, to a great extent.

276 b. Yes, to a limited extent.

58 c. No change.

472 22. To what degree has the introduction of a study unit on Africa resulted in more student interest in Social Studies?

104 a. To a great degree.

243 b. To a limited degree.

13 c. Student interest has decreased.

60 d. There has been no change.

52 e. Not applicable.

509 23. How would you rate <u>your</u> college training in preparing you to teach about Africa?

10 a. Highly adequate.

55 b. Adequate.

183 c. Inadequate, but some courses considered Africa.

261 d. No preparation.

346 24. In which of the following areas did the AAI workshops most nearly fulfill your needs for improving instruction about Africa? (check all applicable responses.)

346 a. Methods / techniques.

251 b. Information / content.

343 c. Materials.

190 d. Attitudes toward non-Western studies.

8 e. Other _____.

375 25. In which of the following areas should future AAI training be concentrated?

375 a. Methods / techniques.

306 b. Information / content.

361 c. Materials.

147 d. Attitudes toward non-Western Studies.

9 e. Other _____.

310 26. How did you gain your single best understanding of the inquiry approach to Social Studies teaching?

185 a. From AAI workshop training.

73 b. From other training.

64 c. From reading and preparation for teaching.

17 d. From other teachers.

79 e. From actually using inquiry with classes.

68 f. All of the above.

24 g. Not applicable.

397 27. (a) Please indicate which of the following techniques you have found valuable in teaching your Social Studies students about Africa. (Check all which apply.)

211 a. Studies of scale and distance using maps and airline timetables.

397 b. Visual inquiry using magazine pictures, stamps, postcards or filmstrips.

171 c. Quantitative data such as population figures or export/import ratios.

52 d. Prayers from different cultures.

27. (Continued)

103 a. Similarities and differences in career preferences of African and American Students.

165 b. Talks by persons who have lived in Africa.

293 c. Critical discussions of films and filmstrips.

84 d. Analysis of the African's view of the United States.

13 e. Other _____ (Specify).

470 (b) Have any of the above techniques proved useful for subjects other than Social Studies?

290 a. Yes.

23 b. No.

157 c. Don't know.

474 28. What portion of your Social Studies course (answer for one course only) was devoted to the study of Africa in the year prior to your attendance at the AAI workshop.

215 a. None.

141 b. Some, but less than 1/2.

12 c. More than 1/2.

106 d. Not applicable.

364 29. Please evaluate the effectiveness of the AAI training by checking as many of the following statements as apply:

156 the amount of time allotted was adequate.
272 more time was needed in order to cover the topics adequately.
316 discussions of presentations were helpful.
147 there was too little opportunity to discuss the presentation.
114 many of the ideas were unrealistic in terms of time and resources.
339 many of the ideas had direct practical applications for teachers.
183 the AAI presenters tended to overestimate the interest and talents of students.
74 the AAI presenters tended to overestimate the interest and talents of teachers.
364 some of the ideas seemed suitable for almost all students.
48 some of the ideas seemed suitable for almost no students.
23 the same results could have been obtained by mailing printed materials to each teacher.
354 the AAI staff demonstrated a talent for stimulating presentations.
19 there was very little new or unknown material in these presentations.
293 I am now much better informed about Africa and about teaching other cultures.
292 the AAI training had clear objectives.
39 the total purpose of the AAI training was not really clear.

514 30. Do you believe that most teachers (regardless of subject) would benefit from training similar to that supplied by AAI?

394 a. Yes.

16 b. No.

104 c. Not sure.

502 31. Presenters could best be described as:

323 a. Excellent.

172 b. Adequate.

7 c. Poor.

32. All comments you wish to record concerning the African American Institutes/workshops will be most helpful in this evaluation. Please use the remainder of this page.

Thank you.

APPENDIX B

TELEPHONE SURVEY OF RESPONDENTS AND NON-RESPONDENTS

After the cutoff date in mid-June, a telephone survey of respondents and non-respondents was conducted by the Division of Research. The eight questions asked covered reasons for not answering the questionnaire, general reactions to the workshops, current position transfer of learning from the workshop and general use of materials. Forty-eight non-respondents (to represent the 1400 non-respondents) were selected randomly from mailing lists. The fifteen respondents chosen to represent the respondents were similarly selected. Results from the sample of respondents were compared to the results from the total respondent group on composition of the group and replies to specific questions. After these were judged representative, the replies from the non-respondents were compared with the representative respondent replies as well as the replies from all respondents.

One of the more interesting findings from the non-respondents was that 29 percent of the group did not receive questionnaires. These people probably represent teachers who had changed names and/or addresses during the three-year period covered by the workshops as well as problems in the mail delivery system.

Another surprising statistic was the fact that one third of the non-respondents reported they did not attend any AAI sessions. Should this statistic be a reasonable estimate of the population parameter, there were apparently some errors in the name lists. Furthermore, the rate of return on questionnaires would be higher than the 33% reported.

Many reasons were offered for not returning the questionnaire. The most prevalent being teachers were very busy at the end of the school year when the instrument was received. The most interesting was from a lady who was favorable to the workshops but resented having to do the questionnaire, especially the cognitive test. She did not approve of being tested and neither did her husband; so he tore up the questionnaire! Briefly these results show:

- Most of the non-respondents were social studies teachers in the seventh grade

  88% were social studies teachers and 82% were in the seventh grade

- The majority were favorable to and were using ideas obtained at the workshop

  61% were positive and using results
  25% were positive but had no opportunity to use results
  88% felt the consultants stimulated them to improve their instruction

- These teachers are overwhelmingly in favor of training similar to that provided by AAI

  90% felt most teachers, regardless of subject, would benefit

- Most felt that materials determine direction of classes and that AAI had helped them to evaluate and locate African materials.

  81% agreed that materials influence direction
  74% felt AAI helped on African materials

Comments generally were favorable and teachers interviewed asked for more of the same - particularly more work with the inquiry methods.

The respondent sample was satisfactorily representative of the total group. Eighty percent were social studies teachers who were positive (87%) toward their workshop experience and were using ideas, techniques and materials introduced at the workshop by stimulating (87%) consultants. Seventy-four percent felt materials often determine classroom direction and that the workshop helped (80%) of them in evaluation and location of African materials. Almost all (93%) felt that regardless of subject, most teachers would benefit from training similar to that supplied by AAI.